

*Note: This class is cross-listed under Pol S 160 and As Am 160. Enrollment in either class will satisfy the major requirements in Political Science & GE Ethnicity requirement.*

**Spring 2024 Political Science 160 & Asian American Studies 160-- Asian American Politics**

Time: **M, W 9:30-10:45am**; Location: **Buchanan Hall 1940**

Instructor: **Pei-te Lien**, Professor of Political Science affiliated with Asian American Studies, Feminist Studies, and Black Studies

Instructor Office: Ellison Hall 3709 or by Zoom upon request <https://ucsb.zoom.us/j/6927442606>

Instructor Office Hours: T 2:30-5pm, or by appointment

Instructor Email: [plien@polsci.ucsb.edu](mailto:plien@polsci.ucsb.edu) (**please use PS/AAS160 in subject line**)

Teaching Assistant: **Kylie Gaines** (Sessions Tuesdays 12pm, 1 pm, & 2 pm)

TA Office: Ellison Hall 2814, in-person or via Zoom by appt

Hrs: Mon 11am-2pm; Email: <[kyliegaines@ucsb.edu](mailto:kyliegaines@ucsb.edu)>

Teaching Assistant: **Renaë Marshall** (Sessions Mondays 11 am, 4 pm, & 5 pm)

TA Office: Bren 3017, in-person or via Zoom by appt

Hrs: Wed 12-3 pm; Email <[rmarshall@umail.ucsb.edu](mailto:rmarshall@umail.ucsb.edu)>

**Course Description:** Survey of the historical and contemporary political experiences of Asian Americans and their pursuits for immigration, equality, citizenship, political identity, racial justice, homeland independence, cross-racial/ethnic coalition-building, and incorporation into the U.S. political system.

**Required Reading:** All the assigned journal articles and book chapters can be found in the course website on Canvas, <https://ucsb.instructure.com/courses/18903> (under Pol S 160/As Am 160). Please note that our readings are accessible only to enrolled members of the class and those who have the UCSB library privilege. Some have been shortened to meet our class needs.

**Teaching/Learning Strategies:** Teaching and learning in this course will consist of lectures, discussions, and video presentations. My goal is to help each student develop a broad knowledge base and an ability to think critically of issues on race, ethnicity, and politics largely within the US political context and from the perspectives of Asian Americans themselves. Although political science is the main approach used in this class, the readings are selected from diverse origins to reflect the multidisciplinary nature of scholarship on Asian American Studies and US racial and ethnic politics. As we will often be dealing with unfamiliar, challenging, and controversial topics, it is *important* that everyone reads and thinks about the readings before attending the lectures and can participate in TA sessions and contribute to discussion in a *mature* and *civilized* manner. Please be reminded that oftentimes we have to agree to disagree and be respectful of opinions that are different from our own.

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Similarly, you own the copyright in your original papers and exam essays. If we are interested in posting your answers or papers on the course web site, we will ask for your written permission.

<b>Grading:</b> <b>In-person</b> Exam (2)	55% (25% Midterm 5/1; 30% Final due 6/12)
Response Paper (2)	30% (1 <sup>st</sup> paper due 4/17; 2 <sup>nd</sup> paper due 5/22)
Participation	15% (8% TA Sessions + 7% lecture attendance)

**Attendance/Participation Policy:** You are expected to be in class on time and to remain in class the entire time. Cell phone and other mobile device must remain off or in silent mode. There is a good deal of evidence that laptops distract from learning and discussion. Think hard about using one in class. Regular classroom attendance is required, as the contents of the exams/assignments will come from both assigned readings and materials presented in class. Absences make it more difficult and time-consuming for you to understand the class topics. If you have to be late or absent on an occasional basis, you are responsible for making arrangements to obtain materials and information you missed.

**Exams:** Each will consist of Multiple-Choice Questions and Short Essay questions. A study guide will be issued in advance for exam preparation. Please bring a blank blue book and pen to the in-person exam. Each student can have up to 75 minutes to complete the Midterm and 120 minutes to complete the Final Exam. Students in need of DSP and other accommodation should contact the instructor soon as possible and at least 72 hrs before the exam.

The **Response Paper** invites you to *critically* assess the main arguments made in the assigned readings associated with three specified weekly topics for each due date. Each paper must begin by identifying the key issue(s) or theme(s) for discussion. In addition to demonstrating your familiarity with the readings, you should use the occasion to express your approval or disapproval (and like or dislike) with certain points made in the assigned readings (and, if relevant, in lectures/sessions). This is an assignment to ask you to share your informed opinion and depth of understanding, and should not be a mere summary of readings or lecture content. Each paper should be about **5 pages, typed, double-spaced, and spell-checked**. Be sure to refer to the sources of information in your paper using a short citation format (e.g., Liu, Geron, and Lai 2008, p. 71; Lee 2015, pp. 283-285). For general writing assistance, please consult the Campus Learning Assistance Service (CLAS) <http://www.clas.ucsb.edu/>.

Writing assignments and exams must be submitted **through the course website** and saved in **PDF or MS Word format** (please check with your TA for preference) by the due date/hour. Unexcused late submission is subject to a 15% penalty and should be submitted soon as possible. **The absolute last day for submitting any late assignments or writing is the last day of lecture for this class (6/5/24).**

**Makeup Credit Opportunities:** If you missed lecture attendance check, up to 2 points of the participation score can be earned by attending in-person or online events (announced in lectures) related to the class. For each event, please demonstrate your learning by submitting a one-page write-up of your thoughts and observations on how it is related to topics covered in this class. The absolute last day of submission is the last lecture for this class (6/5 by 9:30am in class), no email or late submissions. It will be graded only by the instructor. Important: No double pitching of writings prepared for submission to another class.

**Check out the Keep Learning site!** <https://keeplearning.id.ucsb.edu/> is a comprehensive site to provide student assistance with remote learning: access, strategies, time management, access to resources, and more. Below is information for selected services that students have found useful in the past.

**Students with Special Needs:** The University seeks to provide equal access to its programs, services, and activities for people with approved disabilities. If you need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Disabled Students Program <http://dsp.sa.ucsb.edu/>, 2120 Student Resource Building, 893-2668 for making arrangements for accommodation as early as possible.

**Managing Stress:** We understand personal concerns such as stress, anxiety, relationships, depression, and cultural differences can interfere with the ability of students to succeed and thrive. For helpful resources, please contact UCSB Counseling & Psychological Services (CAPS) at 805-893-4411 or visit <http://counseling.sa.ucsb.edu/>.

**Campus Advocacy, Resources and Education (CARE):** CARE provides confidential 24-hour advocacy services and support for students impacted by sexual assault, dating/domestic violence and stalking. To make an appointment, call the 24/7 confidential line at (805)-983-4613. For more information, please see: <http://wgse.sa.ucsb.edu/care/>

**Academic Support:** Students with general academic needs are encouraged to visit Campus Learning Assistance Services (CLAS) early and often. CLAS offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. CLAS is located on the third floor of the Student Resource Building, or visit <http://clas.sa.ucsb.edu>.

**Base Needs Resources:** If you are facing challenges in food or housing or other basic needs and believe this may affect your performance in the class, you are urged to meet virtually with a Food Security and CalFresh Advocate who is aware of the broad variety of resources that UCSB has to offer. See their meeting hours at [food.ucsb.edu](http://food.ucsb.edu). You are also urged to contact the instructor if you feel comfortable doing so. You may contact the Peers' office in Political Science for support, too.

**Academic Misconduct:** Each student is expected to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. Academic misconduct includes cheating, fabrication of information, and plagiarism. Examples of cheating include looking at another student's exam, allowing another student to look at your exam, giving cues to

others on answers, referencing a “cheat sheet,” making arrangements to have another student take your exam in your place, gaining unauthorized access to an exam, working with others on assignments or exams without express permission from your instructor, and submitting the same paper or substantial portions of the same paper for multiple classes without express permissions of the instructor. Examples of fabrication include creating imaginary data and/or quotations and inventing references. Examples of plagiarism include failing to cite any major idea created by some other person or entity, failing to cite and/or enclose in quotation marks all words, phrases, and sentences copied from another source, failing to cite paraphrased work of others, and acquiring a paper or project from a research service or another source and submitting it as your work for academic evaluation. They **also include using text written by a generation system as one’s own** (e.g., entering a prompt into an artificial intelligence tool and using the output in a paper or exam). All instances of academic misconduct will not be tolerated. Please visit the **Office of Judicial Affairs** <http://judicialaffairs.sa.ucsb.edu> for more information.

### **Course Outline\* and Reading Assignments**

\*The dates associated with the lectures are meant to be suggestive. Actual progress may depend on class needs and may vary from the proposed schedule. **Denoted by # are articles mentioned in lectures and recommended for extended learning but not required for your paper writing.**

#### **I. (4/1, 3) Introduction: Defining the Boundaries and Scope of Asian American Politics**

What is Asia? Who are Asian Americans? What about Pacific Islanders? What is unique about being “Asian” in U.S. racial politics? How and why have Asian and Pacific Islander Americans (APIAs) been (mis)treated under COVID-19? Why is it problematic to merging Asian American Studies with Asian Studies? Where do the two fields intersect? In what ways are Asian American politics different from American politics and Asian politics? What are the main forms and stages of Asian American politics?

Read:

Hune, Shirley. 2001. “Asian American Studies and Asian Studies: Boundaries and Borderlands of Ethnic Studies.” In Johnella Butler ed., *Color-Line to Borderlands: The Matrix of American Ethnic Studies*, pp. 227-239.

Aoki, Andrew, and Oki Takeda. 2009. “Why Study Asian American Politics? Racialization and Its Consequences.” In *Asian American Politics*, pp. 1-5 (1st part of Aoki & Takeda).

Lai, James. 2011. “From Exclusion to Inclusion: The Four Stages of Asian American Politics.” In *Asian American Political Action: Suburban Transformations*, pp. 41-51.

#Morey, Brittany N. et al. 2020. “Structural Racism and Its Effects on Native Hawaiians and Pacific Islanders in the United States: Issues of Health Equity, Census Undercounting, and Voter Disenfranchisement.” *AAPI Nexus: Policy, Practice and Community* 17(1/2): 43-74.

#### **II. (4/8, 10) Ethnicity, Panethnicity, Racialization, and Early Struggles for Social Justice**

How have various groups of Asians been denied participation in the U.S. political system? How have they reacted to the politics of exclusion? Why didn’t Asian Americans identify with each other as belonging to the same race/community before the late 1960s? Why are South Asian Americans the forgotten Asian Americans? What are the limitations of the racial formation theory? How are theories of racial triangulation and imperial racialization compared? What are

the historic origins of anti-AAPI hate under COVID-19?

Read:

- Aoki, Andrew, and Oki Takeda. 2009. "Why Study Asian American Politics? Racialization and Its Consequences" In *Asian American Politics*, pp. 6-22 (2nd part of Aoki & Takeda).
- Okamoto, Dina. 2014a. "Beginnings: The Durability of Ethnic Boundaries in the Pre-1968 Era." In *Redefining Race: Asian American Panethnicity and Shifting Ethnic Boundaries*, pp. 26-41.
- Kurien, Prema, and Bandana Purkayastha. 2024. "Why Don't South Asians in the U.S. Count as 'Asian'?" Global and Local Factors Shaping Anti-South Asian Racism in the United States." *Sociological Inquiry* xx: 1-18.
- Kim, Nadia. 2008. "Introduction: Imperial Racialization." In *Imperial Citizens: Koreans and Race from Seoul to LA*, pp. 1-22.
- #Nham, Kourtney, and James Huynh. 2020. "Contagious Heathens: Exploring Racialization of COVID-19 and Asians through Stop AAPI Hate Incident Reports." *AAPI Nexus: Policy, Practice and Community* 17(1/2): 87-108.

**\*\*\*\*First Response Paper due on Wednesday 4/17 by midnight via Canvas, for topics I-III\*\*\*\***

### **III. (4/15, 17) Post-1965 Immigration and the Birth of the Asian American Movement**

What are the major impacts of the U.S. immigration policy on the formation of the Asian American community? What happened in and after 1965? What are the demographic characteristics of the contemporary Asian American community? What is the Asian American movement? What factors accounted for its rise in the late 1960s? What were the core values, key organizations, and major events?

Read:

- Lee, Erika. 2015. "Making a New Asian America Through Immigration and Activism." In *The Making of Asian America: A History*. Simon & Schuster, pp. 283-313.
- Liu, Michael, Kim Geron, and Tracy A. M. Lai. 2008. "The Birth of the Movement: Stepping Toward New Values and New Community." *The Snake Dance of Asian American Activism*, pp. 59-92.
- Okamoto, Dina. 2014b. "Beginnings: The Durability of Ethnic Boundaries in the Pre-1968 Era." In *Redefining Race: Asian American Panethnicity and Shifting Ethnic Boundaries*, pp. 41-52.

### **IV. (4/22, 24, 29) Asian American Activism for Equality and Justice after 1975**

What happened to the Asian American movement after 1975? What explained its apparent disintegration and revival? And why did Omatsu call the 1980s an ambiguous period for Asian American empowerment? How did Japanese Americans win redress and reparations for WWII internment? Why can't Filipino veterans receive the same success? What are the challenges imposed by the model-minority stereotype on building the Asian American movement in the 21<sup>st</sup> century and how to overcome these challenges?

Read:

- Omatsu, Glenn. 1994. "The 'Four Prisons' and the Movement of Liberation: Asian American Activism from the 1960s to the 1990s." In *The State of Asian America: Activism and*

- Resistance in the 1990s*, edited by Karin Aguilar-San Juan, pp. 19-67.
- Kitano, Harry, and Mitchell Maki. 1997. "The Passage of Redress: The Proper Alignment Model." *Asian American Policy Review*: 55-72.
- Aoki, Andrew, and Oki Takeda. 2009. "Righting a Wrong." In *Asian American Politics*, pp. 174-183. (#see also "[Redress Movement](#)" by Alice Yang)
- #Zheng, Eddy. 2022. "Prison-to-Leadership Pipeline: Asian American Prisoner Activism." In *Contemporary Asian American Activism*, edited by Diane Fujino and Robyn M. Rodriguez, pp. 37-62.

\*\*\*\*Midterm Exam: Wed. May 1, in Class\*\*\*\*

### **V. (5/6, 8) Marching into Mainstream Electoral Politics: Opportunities, Successes, and Limitations**

What accounts for the emergence of Asian American electoral politics? When and where? Who are the Asian American voters? What explains their voting behavior as a whole? How and why do Asian-influence suburbs matter? Why Asian American candidates often struggle? What explains the extraordinary voting rates Hmong Americans and their success of electing women to public offices? What is the theory of social voting? What is toggling? How did Gary Locke win in 1996? What does it take for APA women to get elected into offices? What is transformative leadership praxis? What obstacles may political women and men of Asian descent face in the American two-party system?

Read:

- Lai, James. 2011. "Locating Contemporary Political Incorporation: Suburb v. the Metropolis." In *Asian American Political Action: Suburban Transformations*, Pp. 53-63.
- Wong, Carolyn. 2017. *Voting Together: Intergenerational Politics and Civic Engagement Among Hmong Americans*, pp. 1-15, 29-35, 248-254, (skim pp. 16-28).
- Collet, Christian. 2008. "Minority Candidates, Alternative Media, and Multiethnic America: Deracialization or Toggling?" *Perspectives on Politics* 6: 707-728.
- Filler, Nicole, and Pei-te Lien. 2023. "Asian Americans Making Waves in City Halls and Beyond." In *Distinct Identities: Minority Women in U.S. Politics (2nd ed.)*, eds. Nadia Brown and Sarah Gershon. Routledge, pp. 115-130.
- #Kim, Thomas. 2007. "Ideological Consensus and the American Two-Party System." In *The Racial Logic of Politics: Asian Americans and Party Competition*, pp. 25-50.

### **VI. (5/13, 15) Linkages to the Homeland in Asia**

How has "Asia" shaped the political fate and behavior of Asian Americans? Are homeland connections liabilities or assets for Asian Americans? What is the paradigm of dual domination and how does it apply to Chinese Americans? How has the community resisted? In the case of Asian Indian Americans, how and why has the ethnic community helped shape the US-India relations? Does engagement with homeland politics undermine or strengthen the interests and participation of immigrants in host-society politics? What is the current status of research on transnational politics? In the Justice for Comfort Women campaign, how does diaspora politics linked to domestic politics?

Read:

- Wang, Ling-chi. 2007. "The Structure of Dual Domination: Toward a Paradigm for the Study of the Chinese Diaspora in the United States." *Amerasia Journal* 33(1): 145-165.
- Mishra, Sangay. 2009. "The Limits of Transnational Mobilization: Indian American Lobby Groups and the India-US Nuclear Deal." In Chris Collet and Pei-te Lien eds., *The Transnational Asian American Politics*, pp. 107-118.
- McCarthy, Mary, and Linda Hasunuma. 2018. "Coalition Building and Mobilization: Case Studies of the Comfort Women Memorials in the United States." *Politics, Groups, and Identities* 6(3): 411-434.
- #Collet, Christian. 2018. "Are Ballot Box Issues Enough? Nakanishi's Indication and the Case for Asian Pacific American Transnational Politics in an Age of Domestic Disruption." *Politics, Groups, and Identities* 6(3): 476-493.

**\*\*\*Second Response Paper due on Wed 5/22 by 11:59pm via Canvas, for topics V-VII\*\*\***

**VII. (5/20, 22) Media Stereotyping by Race and Gender and Its Policy Consequences**

In what sense are racial and gender stereotypes "controlling images"? How has the "model minority" myth been created for Asian Americans? What is cultural activism and how have Asian Americans resisted race, class, and gender exploitation? In what ways have Asian Americans been caught in the crossfire of the affirmative action debate? How has the role of Asian Americans evolved in affirmative action cases over time? How should Asian Americans situate themselves in the policy and politics of affirmative action?

Read:

- Espiritu, Yen Le. 2008. "Ideological Racism and Cultural Resistance: Constructing Our Own Images." In *Asian American Women and Men 2<sup>nd</sup> Ed.*, pp. 97-122.
- Kim, Claire Jean. 2018. "Are Asians the New Blacks?: Affirmative Action, Anti-Blackness, and the 'Sociometry' of Race." *Du Bois Review: Social Science Research on Race* 15 (2): 217-244.
- Poon, OiYan, and Megan Segoshi. 2018. "The Racial Mascot Speaks: A Critical Race Discourse Analysis of Asian Americans and *Fisher v University of Texas*." *Review of Higher Education* 42(1): 235-267.

\*\*\*\*\*No class on Monday May 27. Happy Memorial Day\*\*\*\*\*

**VIII. (5/29, 6/3, 5) Confronting a Multiracial Reality and Possibilities of Intra-ethnic and Interracial Peace**

How have African and Asian Americans help forge solidarities through time and space? What are the sources of tension within and between immigration generations in post-1992 Korean America? How have KYCC and KIWA been able to build intra-ethnic and inter-racial coalitions? What is "linked fate" and how does it impact support for Black Lives Matter? What factors influencing coalition-building between Asian and African (and Latino) Americans? What are the prospects and limitations of Asian Americans being part of the "rainbow coalition"? How to combat the pandemic of racism against Asian and Pacific Islander Americans?

Read:

- Onishi, Yuichiro. 2017. "Afro-Asian Solidarity Through Time and Space." In Cindy I-Fen Cheng eds., *The Routledge Handbook of Asian American Studies*. New York: Routledge, pp. 342-354.
- Chung, Angie. 2007. "The Politic of Incorporation and Marginalization Today." In *Legacies of Struggle: Conflict and Cooperation in Korean American Politics*, pp. 105-138.
- Julie Lee Merseth. 2018. "Race-ing Solidarity: Asian Americans and Support for Black Lives Matter." *Politics, Groups, and Identities* 6(3): 337-356.
- One Nation Commission. 2020. "Solidarity Against the Pandemic of Anti-Asian Hate." *One Nation Report II: AAPIs Rising to Fight Dual Pandemics COVID-19 and Racism*, pp. 16-22.

**\*\*\*Final Exam on Wednesday 6/12, 9-11am, in Buchanan Hall 1940\*\*\***